

Name: **KOWALSKI, KURT, Ph.D.**

Rank: Professor, Educational Psychology and Counseling, Appointed, 2003, tenured

Primary Assignment: Multiple Subjects Credential Program

1. Academic Degrees, Licenses and Credentials

Ph.D. Curriculum and Instruction (Early Childhood Education)
Arizona State University, December, 1995

B.A. Elementary Education (Early Childhood Education) Arizona
State University, Summa Cum Laude, December, 1990

2. Professional Experience

2003- present, Professor, Department of Educational Psychology and
Counseling, California State University San Bernardino

2001-2003, Assistant Professor, Department of Human Development and
Family Studies, College of Human Sciences, Texas Tech University

1995-2001, Assistant Professor, Department of Human Development and
Family Science, College of Human Ecology, The Ohio State University

1993-1995, Instructor, Department of Early Childhood Education, College
of Education, Arizona State University

1991-1994, Graduate Teaching Assistant, College of Education Preschool,
College of Education, Arizona State University.

3. Courses Taught

EELB 301: Growth and Development in Socio-Educational Context
EELB 317: Educational Psychology for a Diverse Society
EELB 519: Assessment Seminar for California Teacher Performance Assessment
EELB 540: Supervised Student Teaching in Multiple Subjects
EELB 560: Supervised Intern Teaching in Multiple Subjects
EDCI 638: Advanced Educational Psychology

4. Technology

A. In Teaching

PowerPoint, internet, spread sheets, video editing

- B. In Professional Life
word processing, spread sheets, statistical applications
e.g., SAS, SPSS, video editing

5. Service/Partnerships

- A. Program/ Department/College/University Service

Program Director for Multiple Subjects Satellite Program: program representative at Victor Valley College focused on raising the visibility of the VVC satellite program, recruiting students, and serving as a liaison between the program and local school districts and other stakeholders in the community, 2007-present

Teacher Performance Assessment (TPA): calibrated scorer for the California Teacher Performance Assessment, California State University San Bernardino, 2004- present.

Course-a-Like Group for EELB 301 and 317: committee charged with developing course content that is consistent with program goals and meets NCATE and state standards for credentialing education students, California State University San Bernardino, 2003- present.

Multiple Subjects Program Panel: committee responsible for interviewing low GPA students and making determinations concerning their eligibility for student teaching, reviewing and scoring student teachers' assessment portfolios, and presiding over the presentation of these portfolios at the program Portfolio Seminar, California State University San Bernardino, Winter 2004-present.

Educational Leadership Council, advise and provide leadership to college of education, 2006-2008.

College Elections Officer: recruit faculty for service on University committees and call for nominations and conduct elections for elected committees in accordance with University guidelines, 2007-2008.

Faculty Senate: delegate to the faculty senate, an assembly of faculty that meets monthly and is charged with the formulation, adoption, review and revision of recommendations covering the policies and operation of the University, 2007-present.

University Scholarship Committee: create judging criteria and select scholarship recipients, 2006-2007.

Faculty Hearing Committee: member of faculty panel from which Faculty Hearing Committees are draw to hear and review faculty grievances and make recommendation, 2007-present.

Children's Center Advisory Committee: advises state of the art childcare program and laboratory school serving the university community, California State University San Bernardino, 2004- present.

Study Abroad Committee: provides assistance and guidance to the International Programs Study Abroad Program, California State University San Bernardino, 2004- 2006.

Unit Assessment Committee: concerned with developing ways of assessing and collecting data on the activities and effectiveness of the academic unit, California State University San Bernardino, 2004-2006

B. Community Partnerships/Service

West Covina Buddhist Study Center Advisory Committee: charged with the development and support of center focused on the study of Buddhist practice, teaching, psychology and related issues, West Covina Buddhist Temple, West Covina, California, 2005 – present.

Your Money, Your Children, Your Life: Buddhist Perspectives on Core Issues: organized lecture series in which experts in economics, education, psychotherapy and nursing discuss the relevance of Buddhism to important life issues in their respective fields. West Covina Buddhist Study Center, West Covina, California, Fall 2008.

Visiting Nurse Association of the Inland Counties: participant in panel discussion for professional and lay caregivers related to the Hospice Foundation of America's Annual Living with Grief Teleconference, 2007, 2008.

C. P-12 Participation

RIMS BTSA Governance Team: member of the governance team for the Riverside, Inyo, Mono, San Bernardino County Beginning Teacher Support and Assessment Program, a collaborative teacher induction consortium that provides service and support to over 1,700 beginning teachers per year, Riverside CA, 2005-present.

School Site Council Desert Knolls Elementary School: As a member of the council I meet regularly with teacher representatives, parents, and the

principal, to discuss and advise policy related to budgetary and program issues affecting the school, Apple Valley CA, 2006-present.

6. Professional Development

A. Professional and Academic Association Participation

Society for Research in Child Development*
American Educational Research Association*
National Association for the Education of Young Children

B. Refereed Publications

Kowalski, K. (2007). The development of social identity and intergroup attitudes in young children. In O. N. Saracho & B. Spodek (Series Eds.), Contemporary Perspectives in Early Childhood Education: Vol. 8. Social Learning in Early Childhood Education, Charlotte, NC: Information Age Publishing.

Kowalski, K. & Zimiles, H. (2006). The relation between children's conceptual functioning with color and color term acquisition. Journal of Experimental Child Psychology, *94*, (4), 301-321.

Kowalski, K., Douglas-Brown, R., & Pretti-Frontczak, K. (2005). The effect of using formal assessment on preschool teacher beliefs about the importance of various developmental skills and abilities. Contemporary Educational Psychology, *30*, 23-42.

Kowalski, K. (2003). The emergence of ethnic/racial attitudes in preschool-age children. The Journal of Social Psychology, *143*, (6), 677-690

Douglas-Brown, R., Kowalski, K., & Pretti-Frontczak, K. (2003). Assessment as a mediator of teacher-parent partnerships. In F. Lamb-Parker (Ed.), Proceedings of Head Start's Sixth National Research Conference: The First Eight Years: Pathways to the Future, Washington, D.C.

Pretti-Frontczak, K., Kowalski, K., & Brown, R. D., (2002). Preschool teachers' use of assessment and curricula: A statewide examination. Exceptional Children, *69*, (1), 109-123.

Kowalski, K. & Lo, Y. (2001). The influence of perceptual features, ethnic labels, and sociocultural information on the development of

ethnic/racial bias in young children. Journal of Cross-Cultural Psychology, 32, 444 - 455.

Kowalski, K., Pretti-Frontczak, K. & Johnson, L. (2001). Preschool teachers' beliefs concerning the importance of various developmental skills and abilities. Journal of Research in Childhood Education, 16, (1), 5 – 14.

Kowalski, K. (1998). The impact of vicarious exposure to diversity on preschooler's emerging ethnic/racial attitudes. Early Child Development and Care, 146, 41-51.

C. Selected Presentations

Kowalski, K., (2008, November). The Development of Racial Attitudes and Racial Perspective Taking. Invited address presented at Promoting Social Inclusion and Respect for Diversity in Early Childhood: What are the Research Findings? National Center for Children in Poverty, Columbia University, New York, NY.

Apparala, M. L., Kowalski, K., & Caldera, Y. M., (2008, March). Children's Beliefs about Teachers' Expectations and their Relation to their Feelings about School. Presented at the Annual Meeting of The American Educational Research Association, New York, NY.

Kowalski, K., Brown, R. D., Pretti-Frontczak, K., Uchida, C. H., & Sacks, D. F. (2007, April). The Accuracy of Teachers' Judgments for Assessing Young Children's Cognitive Skills. Presented at the Annual Meeting of The American Educational Research Association, Chicago, IL.

Kowalski, K., Douglas-Brown, R., & Pretti-Frontczak, K. (2006, February). Teachers' Accuracy in Assessing Preschoolers' Cognitive Skills Using Observational Assessment. Presented at the Biannual Conference on Research Innovations in Early Intervention, San Diego, CA.

Kowalski, K., & Lo, Y. (2005, April) The influence of social context on the expression of ethnic/racial bias in Chinese American children. Presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

Kowalski, K., Douglas-Brown, R., & Pretti-Frontczak, K. (2004, April) What to teach versus when: Formal child assessment and Head Start teachers planning decisions. Presented at the Annual Meeting of The American Educational Research Association, San Diego, CA.

Kowalski, K., & Kanitkar, K. (2003, April) Ethnicity and Gender in the Kindergarten Classroom: A Naturalistic Study. Presented at the Biennial Meeting of the Society for Research in Child Development. Tampa, Florida

Kowalski, K. & Lo, Y. (2001, April). The development of ethnic/racial bias in Chinese American children. Presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MI.

Douglas-Brown, R., Kowalski, K. & Pretti-Frontczak, K. (2001, April). Jacks of all trades or masters of one? Teachers' implicit theories of early childhood development. Presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MI.

Kowalski, K., Pretti-Frontczak, K. & Douglas-Brown, R. (2001, April). Preschool teachers' beliefs concerning the importance of various developmental skills and abilities. Presented at the Annual Meeting of The American Educational Research Association, Seattle, WA.

D. Grants and Awards

An Analysis of Kindergarteners' Naturally Occurring Discourse Concerning Ethnicity and Gender. California State University San Bernardino Summer Research Fellowship. Funded 2005, Award \$3000

California State University San Bernardino Teaching Resource Center Teaching Skills Study Award. Award to attend the *Developmental Science Teaching Institute*, in Atlanta, GA, April 2005, Award \$ 1000

California State University Office of International Programs International Faculty Partnership Seminar. Award to attend International Faculty Partnership Seminar in Tokyo, Japan, June, 2004. Award \$ 2000

Helping young children through divorce: Filial Therapy groups for custodial parents. Texas Office of the Attorney General – Family Trust Fund. Funded 2002, (with Karen Wampler). Award \$ 52,810.00

Young children's discourse concerning social identities. Texas Tech University Seed Grant Program. Funded 2001. Award \$ 4,500

An examination of factors influencing the reliability of Head Start teachers' use of observational assessment. Ohio Department of Education, Division of Early Childhood Education. Funded 2000. Award \$18,000

Teacher decision making and the use of observational assessment in preschool.
Ohio Department of Education, Division of Early Childhood Education.
Funded 1999.
Award \$16,000

The use of observational assessment and teachers' perceptions of child growth and development. Ohio Department of Education, Division of Early Childhood Education.
Funded 1998. Award \$10,000

7. Work in Progress

Kowalski, K., Brown, R. D., Pretti-Frontczak, K., Uchida, C. H., & Sacks, D. F. The Accuracy of Teachers' Judgments for Assessing Young Children's Cognitive Skills.

Kowalski, K., Pretti-Frontczak, K., Barr, D. B., & Douglas-Brown, R., Preschool teachers' teaching practices and beliefs about child development.

Kowalski, K., & Lo, Y., The effect of social context on the development and expression of ethnic/racial bias in children.